

**THE EFFECTIVENESS OF USING DIALOGUE JOURNAL STRATEGY
TOWARDS' STUDENTS WRITING ABILITY IN RECOUNT TEXT
AT THE FIRST SEMESTER OF THE TENTH GRADE
OF SMA N 08 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2019/2020**

A Thesis Proposal

Submitted in a partial fulfillment of the requirement for submission of thesis
title

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LAMPUNG 2020**

ABSTRACT

THE EFFECTIVENESS OF USING DIALOGUE JOURNAL STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA N 08 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2019/2020

Bv

Diana Sari

Writing is one of English skills that must be mastered by the students. Based on the preliminary research in SMAN 08 Bandar Lampung, most of the students, 131 (61,80%) got lower than 72. The minimum criteria for writing ability in SMAN 08 Bandar Lampung is 72. The objective of this research is to find out whether there is a significant effectiveness in using *dialogue journal strategy* towards students' writing ability in recount text at the first semester of the tenth grade of SMA N 08 Bandar Lampung in the academic year 2019/2020.

In this research, the researcher used quasi-experimental research design. The population of this research was the students of SMA N 08 Bandar Lampung at the tenth grade. The researcher had chosen the sample randomly by using cluster random sampling technique. The researcher used *dialogue journal strategy* in experimental class as a treatment and *expository strategy* in control class. In collecting the data, the researcher used instrument in written form. The instrument was used for pre-test and post-test. Before analyzing the data, the researcher did test for normality distribution and the variance of the data was homogeneous. Therefore, to analyzing the data, the researcher used independent sample test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.003$ and $= 0,05$. It means H_a is accepted because $Sig < \alpha = 0.05$. It can be concluded there is a significant effect of using dialogue journal strategy in writing recount text at the tenth grade of SMAN N 08 Bandar Lampung in the academic year 2019/2020

Keywords: *Dialogue Journal Strategy, Recount Text Writing, Quasi Experimental Design.*



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STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN
RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH
GRADE OF SMAN 08 BANDAR LAMPUNG IN THE ACADEMIC
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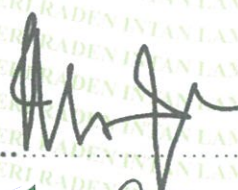
ADMISSION

A Thesis: "THE EFFECTIVENESS OF USING DIALOGUE JOURNAL STRATEGY TOWARDS' STUDENTS WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA N 08 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020", by: DIANA SARI, NPM: 1511040228, Study Program: English Education, was tested and defended in examination session held on: Monday, December 28th 2020

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DECLARATION

I hereby that this thesis entitled “The Effectiveness of Using Dialogue Journal Strategy towards Students’ Writing Ability in Recount Text at the First Semester of the Tenth Grade of SMAN 08 Bandar Lampung in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various source and they are properly acknowledge in the next.



Bandar Lampung,
Declared by,

August 2020

DIANA SARI
1511040228

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease

(QS. Al-Insyirah : 5-6)”¹



¹Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

This thesis is dedicated to:

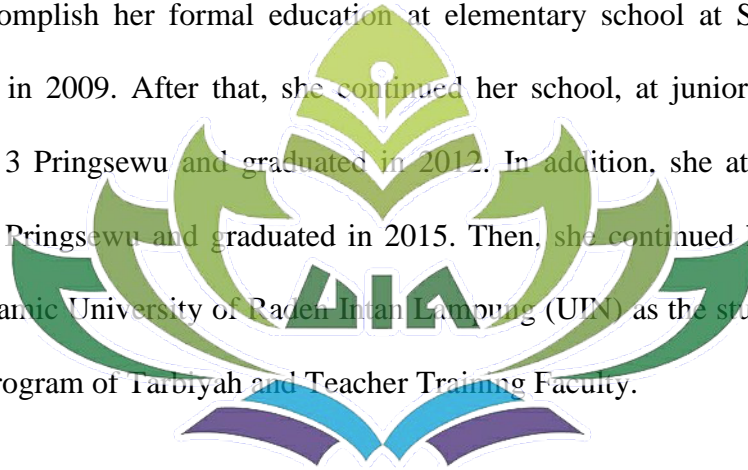
1. My beloved parents, Mr. Sudiarto and Mrs. Katijah who always pray for all the best for me and give me motivation to study hard until now.
2. My beloved sisters and brothers, Dessy Natalia, Dewi Noviana, Dedi Ferdian and David Erlangga who always give me spirit and support for my success.
3. My beloved husband Boni Edyan Ofaldo S.Ap., who always give me support for my success.
4. My beloved little son Zhiovanuo Azfer Farandiano.
5. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
6. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Diana sari. She is called by Diana. She was born on August 31st , 1997 in Podosari, she lives on Sukoharjo 1, Pringsewu Lampung Province. She is the fifth child of four children of Mr. Sudiarto and Mrs.katijah. She has two older sisters and two older brothers whose name are Dessy Natalia, Dewi Noviana, Dedi Ferdian, and David Erlangga.

She accomplish her formal education at elementary school at SDN 1 Rejosari finished in 2009. After that, she continued her school, at junior high school at SMP N 3 Pringsewu and graduated in 2012. In addition, she attended again at MAN 1 Pringsewu and graduated in 2015. Then, she continued his study in the State Islamic University of Paden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

Alhamdulillah praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Effectiveness of Using Dialogue Journal Strategy Towards’ Students Writing Ability in Recount Text at The First Semester of The Tenth Grade of SMA N 08 Bandar Lampung in The Academic Year 2020/2021” is submitted as compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis, therefore, she expects need criticism such as corrections or comments its improvement, finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, 2020

DIANA SARI
NPM:1511040228

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CHAPTER I

INTRODUCTION

A. Background of the problem

Language is used by all people in the world. When people know a language, they can make choices about the words that they need to use and how to put those words together to create meaning. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.² Thus, it is very important to learn language for making a good relationship with other people.

English is an international language used widely in order to transfer the message of the communication itself. There are four language skills in teaching English. They are listening, speaking, reading and writing. It means that there are four skills in English that must be mastered by the learners, one of them is writing.

Writing is a skill that is a work expressed through writing on paper. Most of the students who have a formal education system learn to write, at least at a basic level. Writing is also media to expressed an idea, imagination and the story of someone. It was supported by Raj Kumar that writing is a mode of communicating a message for a purpose. Writing reveals one's ability to think clearly and to use language effectively.³ It can be concluded that everyone who will write, will make

² Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman, 2007, p.13

³ Raj Kumar, *Basic Business Communication* (New Delhi: Excel Printers, 2010), p. 136

the process of thinking to create ideas in writing so as to understand its meaning and purpose.

Writing is more complex than other skills because in writing we have to express ideas. Writing is the last basic language skill that is considered to be the most difficult one. It is supported by Gangal, who states that writing is the most difficult for a learner to acquire.⁴ It means, learn to write is not easy we must have think skills in it, to express all the ideas, express what is seen, heard and thought. Because writing is not activities copy of the form of writing or the skill to move the stationary over the writing media.

Based on the syllabus of Senior High School, there are several texts that must be taught in writing at senior high school. There are functional texts and monolog texts. Functional texts consist of notice/caution, greeting card, short message, invitation, announcement and advertisement. The monolog texts consist of procedure, descriptive, narrative, recount and report texts.⁵ It means that there are many kinds of writing text, every text has differences each other's.

Based on preliminary research from the class X of SMAN 08 Bandar Lampung by interviewing the English teacher, Mrs. Anita Yulianti, S.Pd., the researcher found out some students' problems in learning English especially in writing ability. She said the students' problems in learning writing those are (1) the students still finds difficulties how to put forward their ideas, to build a good

⁴J.K. Gangal, *A Practice for Developing Writing Skills in English*, (New Delhi: PHI Learning Private Limited, 2011), p.3

⁵English Subject Syllabus of Senior High School.

paragraph, (2) the students still cannot develop their idea to write, (3) the students are not interested in the procedure text materials because she always explain the material and after that ask the students to do task. In the process of language learning, the teacher use expository strategy or experience of life as strategy in teaching writing.⁶ Furthermore, the researcher did not only interview the teacher, but also the researcher interviewed some students of the tenth grade. Based on the result of some students, the researcher found that the students got difficulty to express their ideas, all this time their teacher only used expository strategy to teaching writing, and it is not interesting and boring so that each lazy the student is asked to write.⁷ The teacher just focus on theory and spend time in the classroom explaining it. Students find it difficult to understand using the teacher's strategy, therefore the students find it difficult to express their ideas for learning to write. The situation in the class became noisy and did not have a good atmosphere in the class.

The researcher also asked the teacher about the students' English ability especially in writing recount text. From that interview, the researcher also got the data that showed more than 60% of students of tenth grade did not pass the minimum score as shown on the table 1.

⁶Anita Yulianti, *The English Teacher at SMA N 08 Bandar Lampung*, on Mei 16th 2019, (An interview).

⁷Abelita, *The Student at SMA N 08 Bandar Lampung*, on Mei 16th 2019. (An interview).

**Score Writing of Tenth Grade of SMA N 08
Bandar Lampung in Academic Year of 2019/2020**

No	Students' Score	Class						Total	Percentage
		X IPA 1	X IPA 2	X IPA 3	X IPA 4	X IPA 5	X IPA 6		
1	≥ 70	14	11	16	13	12	15	81	38,20%
2	< 70	22	23	20	22	24	20	131	61,80 %
Total		36	34	36	35	36	35	212	100%

Source : Document of the English teacher of SMA N 08 Bandar Lampung

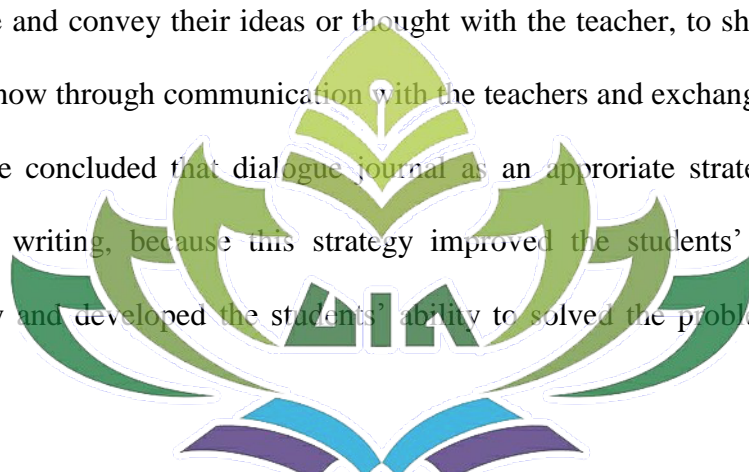
From the table above, there are 81 students from 212 students who pass the test based on minimum mastery criteria (KKM) and there are 131 students who fail. In this study, the KKM student score in SMAN 08 Bandar Lampung is 72 and there are many students who score below 72. The number of students who have difficulty writing is 131 of 212 students. That means there are many students from two classes who find it difficult and have the same problem in writing is 61,80%. It indicated that most students still face difficulties in writing text.

In learning teaching process, the teacher was demanded to master the material and the teacher should attract the students' interest in learning writing by creating an enjoyable atmosphere of learning before the students start to study. It was hoped that the students would be enthusiastic in learning writing. Based on descriptive above, to increase the students' ability in writing recount text needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually strategy that can help students in the learning process so that student can be interest, fun, and also felt challenge with the material, called dialogue

journal strategy. By using this strategy the researcher hopes the students can make it easier to write they should write in recount text.

Dialogue journal strategy can liberate the students to think and communicate with their teacher to make a good paragraph as tell by Judy that the dialogue journal strategy is to provide students the opportunity to communicate reactions and thoughts with the teacher for the single purpose of sharing information. It means, dialogue journal is a learning system that provide opportunity for students to response and convey their ideas or thought with the teacher, to share information that is know through communication with the teachers and exchange information.⁸

It can be concluded that dialogue journal as an appropriate strategy in teaching learning writing, because this strategy improved the students' writing ability correctly and developed the students' ability to solved the problems in learning writing.



Based on the previous research of Desi Wulandari about The Use of Dialogue Journal Writing (DJW) in Improving The Student's Achievement in Writing Narrative Text, She found that the use of dialogue Journal Writing can attracts the students' attention because the steps of dialogue journal was planned to be fun in the implementation.⁹ In the previous research Desi Wulandari used Dialogue Journal Writing (DJW) in improving writing narrative text skill includes students attention, writing as interesting and more exciting. In this research, the researcher

⁸Judy Tilton Brunner, *Doing What Works Literacy Strategies for The Next Level*,(New York: Little Field Education, 2013), p.77

⁹DesyWulandari, *The Use of Dialogue Journal Writing(DJW) in Improving The Student's Achievement in Writing Recount Text At The Tenth Grade Students of MAN 1 TULUNGAGUNG in The Academic Year 2015/2016*. P.1(Unpublished Thesis: State Islamic Institute of Tulungagung)

is going to focus on writing skill in recount text by using dialogue journal writing to make a recount text easily because in this strategy would be explained more detail how to make good writing in recount text.

In addition, another research conducted by Uci Nur Hidayati, also used dialogue journal in teaching writing skill on her thesis the Effectiveness of Dialogue Journal Writing Technique to increase Students' Writing Skill also revealed that by using this strategy the students took the challenge to write more and frequently because they got feedback on their writing from the teacher.¹⁰ In this research, the researcher is going to focus on creating a good atmosphere among the students and the teacher. By using dialogue journal writing can help the students confidence so that the students are more likely to have expressed their ideas.

Based on the explanations above, the researcher conducted a research entitled: "The Effectiveness of Using Dialogue Journal Writing Strategy towards Students' Writing Ability in Recount Text at the first semester of Tenth Grade at SMAN 08 Bandar Lampung in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on the background above, the researcher identified the problems as follows:

1. The students have difficult to organize their ideas within their minds in a sentence.

¹⁰Uci Nur Hidayati, *The Effectiveness of Dialogue Journal Writing Technique to increase Students' Writing Skill in The Academic Year 2017/2018*. P. 1(Unpublished Thesis: IAIN Surakarta)

2. The students are still difficult to arrange the text, especially make a paragraph.
3. The teacher always uses the same way in teaching writing.
4. The students are lazy to do the assignment by their teacher.

C. Limitation of the Problem

Based on the background and the identification of those problems, the researcher limited the problem only on the effectiveness of using dialogue journal towards' writing ability in recount text at the first semester of the tenth grade of SMA N 08 Bandar Lampung in the academic year of 2020/2021.

D. Formulation of the problem

Based on the identification and limitation of those problem, the researcher formulated the problems as follows:

Is there any significant effectiveness in using dialogue journal towards' students' writing ability in recount text at the first semester of the tenth grade of SMA N 08 Bandar Lampung in the academic year of 2020/2021?

E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether or not there was a significant effectiveness in using dialogue journal towards' students' writing ability in recount text at the first semester of the tenth grade of SMAN 08 Bandar Lampung in the academic year of 2020/2021.

F. Uses of the research

This research expects the findings of this research might bring the following benefits and they were as follows:

1. Theoretically, the result of this research will expect to support the previous theories about dialogue journal to improve writing ability, especially recount text writing ability.
2. Practically, the result of this research will expect that the teacher can improve the students' recount text ability and can motivate the students to learn English their writing ability.

G. Scope of the research

In this research, the researcher determined the scope of the research as follows:

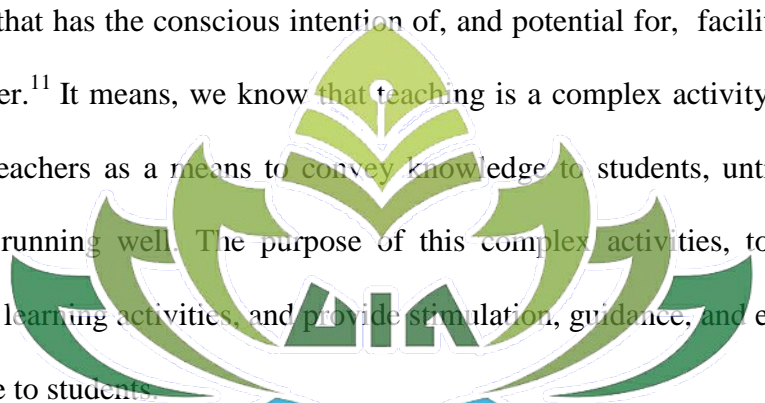
1. Subject of the research
The subject of the research was the students at the tenth grade of SMAN 08 Bandar Lampung in the academic year 2019/2020.
2. Object of the research
The object of the research were the use of Dialogue Journal and students' recount text writing ability.
3. Place of the research
The place of the research was conducted at SMAN 08 Bandar Lampung.
4. Time of the research
The research was conducted at the first semester in the academic year 2019/2020.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theory

1. Teaching English as a Foreign Language

Teachers should be able to hold classroom well. In teaching English as a foreign language the teachers help and guide the students how to learn English easily. Teaching English as a foreign language means that English is taught by people which English is not their mother tongue or their native language. Teaching is an activity that has the conscious intention of, and potential for, facilitating learning in another.¹¹ It means, we know that teaching is a complex activity is carried out by the teachers as a means to convey knowledge to students, until the learning process running well. The purpose of this complex activities, to organize the students learning activities, and provide stimulation, guidance, and encouragement guidance to students.



Teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school. According to Kurt Lewin, language teaching is about how we teach second language and how our second language students learn.¹² It can be concluded that English is one of important language that should be studied in Indonesia. In teaching English, the teacher should be able to create a

¹¹Robert Leamson, *Thinking About Teaching And Learning*,(Sterling: Stylus Publishing, 1999), p.51

¹²Thomas S.c Farrell and George M.Jacobs,*Essential for Successful English Language Teaching*,(New York, Continuum, 2010), p.1

good learning strategy atmosphere can be more easily learned and can be accepted by the students when the language learning process.

The teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English. Marlow says that English language teaching is a challenge for many teachers every where in the world.¹³ It means, teaching English as a second language or a foreign language is a something that become a challenge for anyone. The teachers have to work hard and have a lot the knowledge to be able to teach language. Because every students have a way of learning and mother tongue that different.

Teaching English as a foreign language is very important to be taught and learned because language has an important role in all aspects. It supported by Bloomer English as a foreign language is teaching English to people who are learning the language for pleasure, work or educational reasons.¹⁴ It means, learning foreign languages is a demand in education to fulfill learning standards and in the world of work everyone is required to be able to speak a foreign language well to be able to communicate with foreigners and learning foreign languages is a hobby for those who like.

Based on the explanation above, it can be concluded that teaching English as a foreign language is an action to transfer English knowledge from the teacher to the students and people all over the world decide to study it whether as a second

¹³Marlow Ediger, et. al, *Teaching English Succesfully*,(New Delhi: Discovery Publishing House, 2007), p.1

¹⁴Roger Nuun and Sivakumar Sivasubramaniam, *From Defining EIL Competence to Developing EIL Learning*,(New Delhi: Asian EFL Journal Press, 2011), p. 170

language or foreign language. Usually, in the English teaching and learning activity, the teacher used some kinds of technique, media, or methods that are interesting to make learning process in order the students understand and mastery the lessons that teacher give them. Furthermore, to teaching English should be prioritized to achieved the purpose of teaching English.

2. Writing

a. Definition of Writing

Writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience. According to Oshima and Houge that writing is a process not a product.¹⁵ It takes study and practice to develop this skill. The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered.

Writing is a process of communication and transfer informational a message to reader. Raimes adds that writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand, and brain.¹⁶ It means that, writing is an activity in the form of pouring ideas with complex abilities in the form of letters and numbers symbolically in a systematic manner so that they can be understood by others. According to Thomas, writing is a type of communication involving symbolic representation of our language by a writer to intended

¹⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Longman, 1999), p. 3

¹⁶ Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3

audience.¹⁷ It can be concluded that writing is a type of communication that uses words in written form or uses images as writing media to be conveyed to an audience with a specific purpose.

Based on those definitions, the researcher concludes that writing is an important skill that should be owned by the students to express their ideas or opinions of writing. In writing, in a good unity or a piece of writing in order to deliver messages to the readers. Practice and more references are important in writing to produce language based on the writing rules.

b. Process of Writing

Writing as a process to produce written product that will be used for readers. To produce good product of writing the writer must do it in some stages that is called as a writing process that must keep attention by researcher. According to Graves, writing process has defined as everything a person does from the time he first contemplates the topic to the final moment when he completes the paper.¹⁸ It means, writing as a process of our mind to produce a good written start from begining until the last the written. Leu and Kinzer also suggests that the process of writing has five main elements in the writing process those are prewriting, drafting, revision, editing, and publishing.

a. Prewriting : To generate topic and ideas for writing activities.

b. Drafting : To write down initial ideas and thoughts on paper.

¹⁷ Thomas M.Haladyn and Michael C.Rodriguez, *Developing and Validating Test Items*,(New York: Routladge, 2013), p.13

¹⁸ Evelyn J.Rex, et. al. *Foundation of Braille Literacy*,(New York: AFB Press, 1994), p.54

- c. Revising : To make content change in the paper.
- d. Editing : To make correction in spelling, capitalization, usage, and so on.
- e. Publishing : To prepare one's writing to be shared with a wider audience.¹⁹

Based on the definitions above, it can be concluded that writing process is a process to order something in the form of written language. Then, the writing process is an activity to produce a well-written writing language that requires several steps or processes. Students will make a good writing if they follow the rules of the writing process, as they begin with prewriting, drafting, revising, editing, and the last is publishing.

c. Writing Ability

Many says that writing is a very difficult skill to produce good writing, the researcher should study hard and practice more so that the readers can understand the written form that is produced. Jozsef adds that writing is the most complex human activity involving the development of design ideas, capturing the mental representation of knowledge, and experience with the subject.²⁰ It means, we should have ability to express our ideas and our writing should be clear. This is necessary so readers can receive information clearly. In writing there are several aspects that should be attended by the writer in order to write well.

¹⁹*Ibid.* p. 55

²⁰ Horvath Jozsef, *Advanced Writing in English as A Foreign Language*, (New York: Lingua Franca Crosport, 2001), p.5

Writing ability is very important for writer especially to get excellent writing. It can be concluded that when we are trying to write something, we need some steps. According to Christiane, writing has some components that should be own by the researcher in order to write well. The components are :

1) Content

This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

2) Organization

Several factors are consider here, such as the organization of ideas, the structure and cohesion of the paragraphs and the clarity of exposition of the main and secondary idea.

3) Vocabulary

This category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.

4) Language Usage

The use of grammar categories is taken into account, e.g tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structures.

5) Mechanics

This category includes the evaluation of punctuation, spelling, and the use of capitalization.²¹

²¹Christane, et. al, *Language Use And Language Learning in CLIL Classroom*, (Amsterdam : John Benjamins Publishing Compony, 2010), p.198

From those five aspects we can evaluate the students' writing ability. To accomplish good writing use aspect such as content, organization, vocabulary, language, and mechanics.

From several definitions above, it can be concluded that writing ability is an ability to communicate to express ideas and thoughts on a written form that fulfill the five components above.

d. Teaching Writing

Teaching writing is teaching the way to be able to write in a foreign language from the basic level to the advanced level. Teaching writing is also as a process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. Writing as one of the skills of learning language, the students should be mastered to write something, because writing skill is need in every activity. Harmer said that by far the most important reason for teaching writing, of course is that a basic language skill.²² It means that, teaching writing is the most important not only writing is a part of basic language skill but also teaching writing focus to help students in the writing classroom as the student activity in the teaching learning process.

In teaching writing, the teacher has important roles to help student to express their ideas, opinion, and their feeling in written form by letting and guiding the students. Moreover, when the teacher uses writing to reinforce and extend

²² Mira Sutrianita, *The Influence of Using Transition-Action-Detail Strategy Towards Students' Narrative Text Writing Ability At The First Semester of The Eight Grade of SMP N 1 NgamburPesisir Barat in The Academic Year of 2016/2017*, (Unpublished : Institute of Islamic Studies RadenIntan Lampung), p. 17

teaching in the content areas, they can support their students throughout the process by intentionally scaffolding their instruction so that the students are given an opportunity to make sense of the content in intellectually challenging ways.²³ It means that, the teacher has important roles to guide the student in writing activity to expand their knowledge, and then the teacher has to support their students in teaching writing process. In the teaching of writing, the teacher can focus on the production to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

1) Pre-writing Activity

In pre-writing activity, the teacher will give an perception of the students by asking the questions. Then the teacher will give motivation by giving an example of recount text dialogue journal strategy. Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important aspect of prewriting.

2) Whilst-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of recount text by using dialogue journal strategy.

3) Post-writing

²³ Jim Burke, *Writing Across The Curriculum*, (Carolina: Public Schools of North Carolina, 2012), p.2

The last in post-writing activity, in this section, the teacher will ask to the students to make a recount text by using dialogue journal strategy.²⁴

From the explanation above, it can be concluded that teaching writing focuses on the product and writing process. The writing process is the procedures when teaching writing to the learners. They are pre-writing activity, while-writing-activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/he can focus on how to improve learners' writing ability by those certain processes.

3. Text

Text is a number of words to give a message to somebody in written or spoken. According to Edgar, a text is a written or spoken passage of any length, that can be discerned as a unified whole.²⁵ It means, the text is understood as a means to convey a description or discourse at length about something, the discourse can be in the form of oral and written as well. From the statement above it can be conclude that, text is a communication tool that is provided in writing or verbally with certain organizational arrangements to express meaning contextually.

²⁴Siska Dini Larasati, *A Comparative Between The Use of Presentation Production Strategy And Action Feeling Setting Strategy in Increasing The Students' Narrative Text Writign Ability At The First Semester of The Eight Grade At SMP PGRI 6 Bandar Lampung in The Academic Year 2018/2019*, (Unpublished: RadenIntan State Islamic University), p.18

²⁵ Edgar W. Conrad and Edward G. Newing, *Perspective on Language and Text*, (Indiana: United States of America, 1987), p.1

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.²⁶ According to Emilia that a text has texture and good characteristic as follow:

1. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

2. Cohesion

Cohesion refers to how the writer relates each part from the text.²⁷

The kinds of the text those should be mastered by the students in writing for increase the students writing ability. In this research, the researcher only focus in recount text as the form of writing that will be investigated because this kind of writing form is concluded as the material should be learned by the students for the tenth grade.

²⁶ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

²⁷ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

4. Recount Text

a. Definition of Recount Text

Recount text is a text of story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in different ways. According to Hyland, recount text is reconstructed past experience by retelling events in original sequences.²⁸ In this case, the text retells about the real context that happened in the past based on original sequences, so it must be arranged systematically of events that occurred.

Recount text is one of the texts that tell about the past events or experiences which have the purpose of informing or entertaining. Anderson and Anderson adds that recount text is a piece of text that retells past events. Usually, in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.²⁹ It means that recount text gives a description to the audience about past events. The purpose of literary/story recount is to tell a sequence of events so that it can entertain and inform the readers.

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. Hanafi defines recount as a kind of text whose function is to retell events for the purpose of informing or

²⁸ Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), p.20

²⁹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: McMillan, Educational PTY LTD, 1998), p.24

entertaining.³⁰ It means, recount is a type of text that contains to tell something that has happened. and the recount text made aims to provide information and entertainment about the story that has been created by the author.

From the some definitions above, it can be concluded that recount text is a type of the text that contains a past event that has happened or a personal life experience to retells to people in writing, and the purpose of a recount text is to provide information and share about a true story that has happened and entertain the reader with a story that has been made.

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Christie and Derewianka, the purpose of 'telling what happened', for example, is typically realized in a recount genre which has a characteristic structure of Orientation ^Events ^ (Re orientation).³¹ In line with Christie and Derewianka, Bachtiar and Cicik say that a recount text has three elements: orientation or setting, events and re-orientation or concluding statement of the story. The orientation tells the readers who were involved in the story, what happened, where the story took place, and when it happened.³² Desmal *et.al.*, also support that, in orientation is a introductory paragraph giving background information about who, what, where, and when (but these are not always stated explicitly).³³ The

³⁰ Dr. Hanafi, M. Pd, *English Text Developing English Material*, (Jember: CV. Pustaka Abadi, 2019), p.26

³¹ Frances Christie and Beverly Derewianka, *School Discourse Learning to Write Across the Years of Schooling* (New York: British Library, 2008), p.7.

³² Bachtiar and Cicik, *Loc. Cit*, p.48.

³³ Desmal *et.al.*, *English 1*, (Jakarta: Bumi Aksara, 2008), p.180.

events tell the sequence of events, these are described in order. The re-orientation summarizes the event.³⁴ Meanwhile there are some language features of recount such as:

1. Proper nouns to identify those involved (specific participants)
2. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
3. Use the past tense to describe past events.
4. Time adverbials are used to connect events chronologically e.g. *in 1932, the next day.*
5. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.³⁵

The example of recount text:

“MY EXPERIENCES IN THE BOARDING HOUSE”

Orientation:

Two years ago, I lived in one of popular boarding houses which was located in GucialitLumajang.

Event 1:

One the first day when I had arrived there I was so surprised to see a crowded condition. Then I attended around a boarding house everything must be queue such as take a bath, buy a rice, etc.

Event 2:

Day by day I joined a test which followed by mast students but usually who were chosen had better skill to improve their ability.

Event 3:

I was tired to join the activity but deepen of my heart I felt very happy because I got a lot of friends, knowledge, and a new experience.

Reorientation:

In a long day I enjoyed my day with many kinds of activity.

³⁴ Bachtiar and Cicik, *Loc. Cit*, p.48.

³⁵ Desmal *et.al.*, *Loc. Cit*, p.180.

5. Dialogue Journal Strategy

a. Definition of Dialogue Journal

Dialogue journal is the practice of regular learner-teacher written dialogue in which initial decisions about topics, length, style, format and so on are made by learners.³⁶ It means, dialogue journal is the practice of make dialogues written between students and teachers and topics to be determined freely decided by the students themselves.

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. In order to solve the problem in learning English, dialogue journal is a kind of teaching learning process. Therefore, by using this strategy in learning English writing students will have fun, relax and interesting. Not only that, this strategy is also can help the students in exploring ideas. Staton said that the dialogue journal is just what the name implies a dialogue between two or more people. Dialogue journal can be share between a student and the teacher or between one student and another student.³⁷ It means, the dialogue journal is a written conversation between two or more people (student-student or student-teacher) about topics of mutual interest. These written conversation reinforce learning while forming bonds between students and another students and with the teachers in communication while learning and completed assignments.

³⁶Yunda Lestari, *Dialogue Journal in Improving Students' Writing Descriptive Text*. Vol. 1 No. 1, (2018), p.28

³⁷ Jessica Hathaway, *Writing Strategies for Fiction*,(Huntington Beach: Shell Education, 2010), p.101

In teaching English recount text by using dialogue journal, the teachers have to make connection between one student to another students. Christine says a dialogue journal that is regularly written back and forth between two people for the purpose of communication.³⁸ It means, the dialogue journal is a regularly or alternating written conversation between two or more people that aim to communicate with each other, to exchange their ideas and also share views with one another about things.

Dialogue journal is to build communication and relationships between journalists. Dialogue journals provide a vehicle to focus on and continue a conversation in which two participants bring new insights, new ideas, and new meanings. They individualize the learning experience, provide accurate and authentic writing models for students to emulate and authentic in audiences for student writing, develop writing fluency through authentic applications, provide a non-threatening and open context for writing, validate self-expression and build motivation and confidence to writing, maintaining interpersonal relationships, and integrating reading, writing, and thinking naturally. and the aim of the dialogue journal to develop students' thinking and then help them communicate and articulate their ideas in written form.

³⁸ Christine Pearson Casanave, *Journal Writing*, (New York: United States of America, 2011), p.12

From the explanation above, it can be concluded that the dialogue journal is a written conversation in the learning process that happened written interaction between students and teachers to exchange experiences, ideas, or reflections.

b. The Procedure of Teaching Writing Recount Text by Using Dialogue Journal Strategy:

Dialogue journal is a simple tool that helps the students to integrated learning and to teach writing by observing and reflecting. Than, there are some procedures of teaching writing using Dialogue Journal as follows:

1. Designate a notebook or binder to be used as the dialogue journal.
2. Ask students to respond to a prompt or question, or occasionally allow them to write about a topic of their own.
3. Using a combination of both adds variety to the strategy.
4. Students then exchange dialogue journal with the teacher or a peer who then reads the journal entry and responds to questions or adds comments.
5. Then exchange again and write a new entry to continue the dialogue.³⁹

c. There are some procedures of teaching writing using Dialogue Journal Strategy :

There are some of stages in teaching recount text using dialogue journal.

1. Explain that the purpose for writing in dialogue journal is to communicate with the teacher in an open-ended format.

³⁹ Jessica Hathaway, *Writing Strategies for Fiction*, p.79

2. Periodically respond to students in writing. Entries are to be made in the journal in the form of a dialogue between student and teacher.
3. Assure students that journals will not be read aloud in class, and they will not be graded for punctuation, sentence structure, or grammar.
4. When initially asking students to write in the journal. Provide a question or questions to give them a writing prompt related to a reading assignment.
5. Ask student to write about something read from a text. They can agree, disagree, or pose questions for further consideration.
6. One students are comfortable with the format, allow them to write freely in the journal on a regular basis.
7. Tips for teacher writing include the following:
 - a. Encourage elaboration
 - b. Keep your response brief
 - c. Read journal regularly
 - d. Include interesting or novel information⁴⁰



There are several procedures that I combine according to the two theories, namely Hathway and Brunner as follow. The teacher will explain the meaning and purpose of dialogue journal.

1. The teacher will prepare a binder that will be used as a dialogue journal.
2. The teacher will explain the material about recount text to students and provide examples of a recount text to be read and understood by students.

⁴⁰ Judy Tilton Brunner, *Doing What Work Literacy Strategies for The Next Level*, p. 77

3. The teacher will ask the students to make or write a recount text with the free topics that they can set themselves from the several topics that has been provided.
4. After that, the students will exchange the journal entry that has been made with their friends.
5. They will be read the journal and give respond in the form writing by comments, agree, or disagree on the journals that have been read.
6. Then, the students will give the journal to the teacher to continue the dialogue.
7. Periodically, the teacher will give responds in the written form from the results of students journals by adds comments from the journals that has been made.

d. Advantages of Dialogue Journal Strategy

The dialogue journal has some advantages and disadvantages. There are some advantages of dialogue journal as mentioned, dialogue journal practice may improve writing in several ways:

1. Encourages dialogue between teacher and student.
2. Easily explained to student.
3. Support personalization of learning.
4. Encourages student writing
5. Support writing as way of communicating thoughts and ideas to a real audience.
6. Promotes independent writing.⁴¹

⁴¹ *Ibid*, p.77-78

e. Disadvantages of Dialogue Journal Strategy

The teacher just explain what students write or only ask a lot of a questions, interaction can be stifled rather than promoted. And also, the teacher does not have the time to respond adequately or personally to students entries, exchange can be mechanical. in addition, carrying on a student-teacher exchange with all the students in a class can be very time consuming and a heavy work-loud for the teacher. teachers need to be careful not to discourage a student's enthusiasm with excessive correction if he or she prefers to give continues feedback on errors.⁴²

6. Expository Strategy

a. Definition of Expository Strategy

Expository strategy is one of learning strategy is used in the classroom, where the teacher focus to explain the material, in the other word the teacher is talkative.⁴³ It means that the expository strategy is a strategy where the teacher is the most important role there and focus on maerial only from the teacher.

Expository learning strategy is a learning strategy that emphasizes the process of delivered the material verbal from a teacher to a group of students with the intention that students can master the subject matter optimally.⁴⁴ It means, expository strategy is a form of learning activities through conversation or

⁴² EvrenKose, *Impact of Dialogue Journals on Language Anxiety and Classroom Affect*, (Unpublished: Bilkent University Ankara, 2000), p.1

⁴³ SiskaMira, *The Influence of Using Transition-Action-Detail Strategy Towards Students' Narrative Text Writing Ability At The First Semester of The Eight Grade of SMP N 1 NgamburPesisir Barat in The Academeic Year of 2016/2017*, p.35 (Unpublished Thesis: State Institute of Islamic Studies RadenIntan Lampung

⁴⁴ Prof. Dr. H. Wina Sanjaya, M.Pd, *Kurikulum dan Pembelajaran*, (Jakarta: Prenada Media Group, 2008), p.299

delivery of material and information convey by the teacher to students, whether it is done orally or in a written way.

Winasanjaya states that the teacher hold the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.⁴⁵ It means, the expository strategy is one-way communication with the students. It means that students have limited knowledge because the students just focus on the teacher gives.

Based on the explanation above, the researcher concludes that expository strategy is the strategy with emphasize the material is given by the teacher with explanation to students directly. The basic teaching of expository strategy is the dissemination of teacher's information which that the teacher hold the most important role.

b. The Procedure of Using Expository Strategy

A expository learning strategy generally through conversations between teachers and students so that learning objectives can be achieved, there are several procedures that should be carried out by the teacher. Darmadi states there are some steps of using Expository Strategy as follows:

1. Preparation

⁴⁵ Anisya Rani, *The Influence of Using Think Talk Write Strategy Towards Students Announcement Text Writing Ability At The Second Semester of Eight Grade of Mts DarulUlumBaturaja in The Academic Year 2017/2018*(Unpublished: RadenIntan State Islamic University), p.32

The teacher begins to prepare students to receive lessons by giving positive suggestions and then expressing the goals that must be achieved in learning and opening files in the student's brain.

2. Presentation

The teacher convey the subject matter in appropriate with the preparation that have been made, the teacher must think about how the subject material can be easily captured and understood by students. and the thing that must be considered in this step is languages used, voice intonation, maintain eyes contact with students, used refreshing jokes.

3. Correlation

Correlation is the step of connection the subject material with the students experience or with the other things that allow students to grasp the connection with the knowledge structure that they already have

4. Generalization

Generalization is the stage for understanding the core of the subject material that has been presented.

5. Application

Application is showing the ability of students after they listen to the teacher's explanation by making assignments that are relevant to the material that has been



presented or giving a test that is in accordance with the subject material that has been presented.⁴⁶

Moreover, the procedure of Expository Strategy are :

1. the teacher prepares the material for the student.
2. The teacher present the material.
3. The teacher explain about the material that to learned.
4. The teacher ask the student to make a task with the appropriate material have learned.
5. the teacher give conclusion in the end of material.⁴⁷

Based on two procedures above, the researcher can be concludes that procedure of teaching writing by using expository strategy are as follows:

1. The teacher prepare the material that related recount text for the student.
2. The teacher present the material recount text and gives an example for the students.
3. The teacher explain about recount text with general features.
4. The teacher ask the student to make recount text.
5. Then the teacher give conclusion in the end of material.

Based on the explanation above, it can be inferred that the procedure of teaching recount text writing through expository strategy start from the teacher prepares until the teacher closes the material. In the procedure of teaching recount text in short functional text writing through expository strategy the teacher is talk active

⁴⁶ Dr. H.Darmadi, S,Ag,. M,M,.MM,Pd., M.Si, *OptimalisasiStrategiPembelajaran*, (Jakarta: Guepedia, 2004), p.117-119

⁴⁷ Anisya Rani, *The Influence of Using Think Talk Write Strategy Towards Students Announcement Text Writing Ability At The Second Semester of Eight Grade of Mts DarulUlumBaturaja in The Academic Year 2017/2018*, p.33

where the teacher is the most important role there and the focus on the material only from the teacher.

c. Advantages of using Expository Strategy

There are some advantages of expository strategy which can improve the students' abilities, as follows:

1. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another words in the large class.
2. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.

d. Disadvantages of using Expository Strategy

This strategy has several disadvantages that will be encountered when carrying out this learning strategy, the teacher has a way to overcome them when in the learning process, some of the disadvantages in this strategy are :

1. This strategy only can be done for student that have good listening ability and give attention. Students that do not have good listening ability, needed another strategy.
2. Because this strategy was given by talk active teacher. So that, it is difficult to increase students' ability in socialization, interpersonal related, and critical think ability.

3. So that, this strategy happened in one-way communication, then the opportunity for controlling the students to understand about the material is limited.⁴⁸

B. Relevance Studies

As the comparison of this research about using dialogue journal strategy and writing skill, here are some other studies that also have this strategy and skills conducted by some researchers. The first researcher is Desy Wulandari with the title "The Use of Dialogue Journal Writing(DJW) in Improving The Student's Achievement in Writing Recount Text At The Tenth Grade Students of MAN 1 Tulung Agung in The Academic Year 2015/2016". The result show the use of dialogue journal strategy can improve the ability to write a recounttext of students. Dialogue journal can help students explore the detail of the topic. They are can study in their group and arrange them in a paragraph. They can write down their thoughts, ideas, and opinions in written form. This can make students feel more interest in learning to write. Thus, it does not make the bored and enjoy to following the writing. Dialogue journalcan help to improve their writing skills.⁴⁹

In another research by Uci Nur Hidayati, also used dialogue journal in teaching writing skill in MTS N MlinjoKlaten in the academic year 2017/2018. The result of the research indicates that dialogue journalcan improve students' ability in writing skill. Moreover, dialogue journal gives them opportunities in developing

⁴⁸*Ibid*, p.34

⁴⁹DesyWulandari, *The Use of Dialogue Journal Writing(DJW) in Improving The Student's Achievement in Writing Recount Text At The Tenth Grade Students of MAN 1 TULUNGAGUNG in The Academic Year 2015/2016*. p.1

interaction between students themselves and also with the paragraph. In learning writing, the students are given chance to express their idea in writing paragraph.⁵⁰

From previous research above, it can be concluded that the dialogue journal an effective to help in learning and one of which the learning strategy that interesting and make it fun in writing skill. Dialogue journal does not make a students feel bored in learning, and can stimulate students more active in the learning process. There are several differences between the two researchers above with the researcher, among other differences in the study text, school, and which definitely the object study by the researcher.

C. Frame of thinking

In teaching writing, the teacher has important roles to help student to express their ideas, opinion, and their feeling in written form by letting and guiding the students. Recount text is a text of story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. It can be concluded that recount text is a type of the text that contains a past event that has happened or a personal life experience to retells to people in writing, and the purpose of a recount text is to provide information and share about a true story that has happened and entertain the reader with a story that has been made.

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. Dialogue journal strategy can liberate the

⁵⁰Uci Nur Hidayati, *The Effectiveness of Dialogue Journal Writing Technique to increase Students' Writing Skill in The Academic Year 2017/2018*. p. 1

students to think and communicate with their teacher to make a good paragraph. Dialogue journal is the practice of make dialogues written between students and teachers and topics to be determined freely decided by the students themselves. Dialogue journal is also a written conversation in the learning process that happened written interaction between students and teachers to exchange experiences, ideas, or reflections.

In order to help the students in learning writing, an English teacher should have a good strategy to teach in writing class. In this case, the teacher is going to teach the students by using dialogue journal in teaching writing recount text. Dialogue Journal strategy is suitable to be applied in writing class. It can improve the student's ability at writing recount text interactively because this strategy is done in pairs that the students can cooperative with others.

By using dialogue journal, the students can learn more effective and efficient. In the teaching and learning process, dialogue journal can help students to be able to practice their writing creativity, because this strategy requires students to think and express their ideas in the form of writing. This strategy can help students to be more interested in learning, especially in learning recount texts. So that, the researcher assumes that using dialogue journal can give effectiveness to the students' recount text writing ability.

D. Hypothesis

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.⁵¹ The researcher formulated the hypotheses of this research as follows:

H_a: There is a significant effectiveness of using dialogue journal strategy towards students' writing ability in recount text of the tenth grade at SMA N 08 Bandar Lampung in the academic year 2019/2020

H_o: There is no significant effectiveness of using dialogue journal towards students' writing ability in recount text of the tenth grade at SMA N 08 Bandar Lampung in the academic year 2019/2020



⁵¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & d*, (Bandung :Alfabet, 2017), p.96

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